DOCUMENT RESUME

ED 031 348 RC 003 565

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Pub Date 69

Note-30p.

EDRS Price MF-$0.25 HC-$1.60

Descriptors-*Academic Achievement, Anglo Americans, Biculturalism, Bilingual Students, Counseling, Culture Conflict, *Dropout Rate, Education, Emotional Problems, English (Second Language), *Higher Education, Language Handicaps, Linguistics, Low Income Groups, *Mexican Americans, *Teacher Education, Values

Failure of the educational system to provide for the Mexican American student can be seen by his dropout rate which is twice that of the national average and by his schooling ratio which is 8 years compared to 12 years for the average Anglo. In order to solve the problems of the low-income, bicultural, bilingual Mexican American student, higher education must prepare teachers who can cope with cultural, psychological, and linguistic conflicts. To be effective in solving these problems a teacher needs training: (1) to understand the dysfunctions between the values of the Mexican American culture and that of the Anglo; (2) in counseling the particular difficulties of this group; and (3) in linguistics and courses on how to teach English as a second language. (RH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MEXICAN AMERICANS ON THE MOVE- ARE TEACHER PREPARATION PROGRAMS IN HIGHER EDUCATION READY?

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RECEIVED
AUG 8 1969
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One of the urgent cries being heard by educators in the new social consciousness of today is from the Mexican-American community. At present, the drop-out rate for Mexican-American students is twice that of the national average, and the schooling ratio is eight years compared to 12 for the average Anglo youngster.[1] It has been predicted that by 1990 there will be 18 million Spanish surnamed Americans in the United States.[2] Statistics of this nature only accentuate the formidable problem facing our educational system and suggest that immediate attention must be given to it if we are going to prevent the present crisis from getting worse. As fewer opportunities are available for the under-educated man, the goal of education must be a drastic reversal of the present failure of our schools to provide for Mexican-American students. Some progress has been made, but it is not compatible with the enlarged demands that are being made on the system. We can recognize the difficulty of precipatating a dramatic shift in educational organizations and emphasis, for, as Donald N. Michael states, "The evidence seems to be quite convincing that the most likely occasion for wide-spread innovation among institutions occurs after a disaster."[3] If this is what we are waiting for, some quarters seem willing to provide this kind of pressure. However, we do not feel that this is necessary. With the resources in manpower, wealth, and knowledge that this nation possesses, the ideals that have always been the basis for a truly democratic education for all students must be instrumented.

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[1]Ruben Salazar, "Employers' Group Warned Minorities Must Have Jobs," L.A. Times, February 6, 1969, p. 3., col. 1.

[2]Salazar, p. 3.

[3]Donald N. Michael, "Inhibitors and Facilities to the Acceptance of Educational Innovations", in Werner Z. Hirsch, Inventing Education for the Future, (San Francisco, 1967), p. 275.

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The critical problem is that these goals have often been given lip-service but have not been carried out in practical application; otherwise the present situation would not exist. "It was not very many years ago that relatively few educators really cared whether the minority and culturally different children in the schools succeeded in getting the kind of education necessary to survive in our society, and all too many who were directly concerned with the problem considered the environmental influences too formidable to overcome in the classroom."[4] The results of our indifference are all too readily observible to those who read the statistics and the headlines.

Rather recently the problems encountered by members of minority races in our educational system have become the focus of extensive research and interpretation. However, educators have been preoccupied with "diagnosing the problem"; they are less successful at offering remedies. We hear the pedagogical jargon about the difficulty of "educating for the future" as an excuse for some of the shortcomings in our educational practices, but the tragedy is that education is going on every day based on some "definite objectives." We must ask ourselves the disturbing question, then, if we cannot see what the goals are for the future, what are we using as our present guidelines? Are we not still educating for the past? Have we not ignored many of the obvious needs of the present? Or is it possible that the critics are becoming more vocal? Jose Avila of the East Los Angeles Labor committee critized the education of Mexican-Americans by saying "many Mexican-Americans are out in the streets who learned how to make ash trays in school craft shops but did not learn any skills which would help them to get jobs."[5]

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[4]Kay Ware, "Reading for the Disadvantaged," Issues and Innovations in the Teaching of Reading, Joe Frost, Ed. (Illinois, 1967), p. 287.

[5]Salazar, p. 3.

Dr. Thomas Carter of the University of Texas at El Paso estimates that 80 per-cent of the Mexican-Americans who begin school in Texas do not graduate.[6] In Los Angeles, with the largest concentration of Mexican-Americans in the country (approximately 600,000), in two high schools with heavy Mexican-American populations, the student loss is 50 per cent.[7]

In "From Debate to Action," Dan W. Dodson suggests that we quit "scape-goating our failures by blaming 'human potential' instead of the institution." He suggests that "no magic gimmic is needed to turn the trick" of educating them. "It only requires teachers who believe they can learn, principals who help create learning situations by good supervision, and a leadership within the community to support the endeavor."[8] Perhaps this is a simplified view of the problems involved, but it does suggest some important directions for acting on the problem, rather than merely dissecting it. What can be done to combat this problem right now?

The purpose of this paper is to suggest methods that can be used to prepare teachers to work with the low-income, bi-cultural, bi-lingual Mexican-American student. The writers recognize the multi-dimensional aspects of the problem and are not suggesting that the education of teachers will, by itself, solve the complex issues involved. We do see it, however, as a necessary ingredient in the solution. The generalizations offered are not to be taken as absolutes, but each point must be interpreted in the context of the local situation and with the respect of the individuality of each particular student uppermost in the mind of the teacher.

One of the ways that we can approach the problem is to look at some of

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[6]Armando Rodriguez, "Bilingual Education - A Look Ahead", Educational Technology, Sept. 30, 1968, p. 20.

[7]Rodriguez, p. 20.

[8]Dan W. Dodson, "From Depate to Action", Educational Leadership, Nov., 1968, p. 117.

the points made in general research literature. Arthur Combs' theory of instruction maintains that "developing an independent person"[9] is one of the primary goals of education. He states that "how one feels about himself is a basic determiner of what he will learn, how great his insights will be, and what functional use he will be able to make of his own learnings and insights."[10] It is the contention of the writers of this paper that the self-concept of the Mexican-American should be the primary target of instructional objectives. If the student is to learn, he (1) must <u>think</u> that he can learn, (2) must have a teacher who thinks he can learn, and (3) must be given the opportunity to learn. If the Rosenthal theory of expectation teaches us anything, it is that the teacher should develop the most encouraging attitude possible toward her students. One of the most important attributes that a teacher can possess is the attitude of belief in the limitless potential of the human personality. Only recently, Dr. Samuel Shephard, director of the Banneker project in St. Louis, threw out I.Q. test results and stated, "A child's limitations in academic learning are determined only by his drive and determination."[11] Unrest in the Mexican-American community helped the Los Angeles school board reach a similar conclusion in regard to I.Q. tests, at least in the first and second grades. The Los Angeles school board and the situation in St. Louis are not ignoring the biological make-up of the students; they are merely trying to overcome the negative effects that a reliance on an I.Q. score has brought about too many times. It is especially true in the area of the culturally different. One of the tragedies of our educational system is that even when Mexican-American students start school with the same I.Q.'s as a control group of Anglo students, the I.Q.'s of the

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[9]Nathaniel H. Moore, "Research Themes in Instructional Theory," <u>Educational Leadership</u>, Nov., 1968, p. 157.

[10]Moore, p. 157.

[11]Ware, <u>Issues</u>. p. 287.

Mexican-Americans tend to decrease steadily in comparison to the Anglo's as they progress, or should we say digress, through school.[12] Might we be asking the following question, how is each child perceiving himself, his world, and his place in the world? If he perceives each day in school as failure, the school fails the child and the child, in all probability, will fail mankind.

With these problems in mind, we have to find ways to reach the Mexican-American in such a way that his self-concept will be healthy and productive. The teacher-training institutions must accept the responsibility of preparing teachers who can deal with this critical problem. In order to do this, teacher-training institutions must be oriented to the conflicts that our school system creates for the Mexican-American student and must know how to counteract the difficulties that are caused.

For purposes of discussion, the writers have divided the types of conflict faced by Mexican-American Students into three areas: (1) cultural conflicts; (2) psychological conflicts; (3) linguistic conflicts. It is evident that the problems are interrelated and cannot, in actual practice be seen as independent variables. However, in order for the institutions to view more clearly the problems involved, and to determine in what areas of teacher-education they can best be dealt with, we have chosen these three categories. It should further be clarified that the students under consideration, and the generalizations formulated, refer mostly to the less advantaged segment of the Mexican-American population. Although many of the points are certainly relevant to other portions of the school population, further discussion is mainly concerned with the low-income, bi-lingual, bi-cultural Mexican-American student.

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[12]Celia Heller, Mexican American Youth: Forgotten Youth at the Cross-roads. (New York, 1967), p. 46.

CULTURAL CONFLICTS

Degrees of Acculturation

Madsen divides the Mexican-Americans into three groups in their position of acculturation. He describes the first as the "folk society that still ... retains the core values of Mexican folk culture."[13] The second level "embraces those individuals who are caught in the value conflict between two cultures."[14] "The third level of acculturation includes those Mexican-Americans who have achieved status in the English-speaking world."[15] Our observations would appear to have more relevancy for the first two groups.

Barriers to Bi-Culturalism in America

According to Armando Rodriguez, "Our basically monolingual-monocultural society is the by-product of early concepts of isolation - political, geographical, cultural."[16] This is no longer a valid concept for our nation. Contrary to earlier immigrants, who cut their ties with their mother land, the Mexican-American who has immigrated from Mexico, can always go home. He keeps his ties, because they are near, not only in the historical sense, but also in the geographic sense. However, the American culture resists these challenges to its traditionally monocultural society, and this produces conflicts for the Mexican-American. We have not denied the existence of sub-cultures in our wider society, but we have endeavored to mold the children into the predominant culture, sometimes with utter disregard for the tensions produced. In the past "assimilation" and "acculturation" were considered the

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[13] William Madsen, The Mexican-Americans of South Texas (New York, 1964), p. 2.

[14] Madsen, p. 3.

[15] Madsen, p. 3.

[16] Rodriguez, p. 20.

goals of the schools, and by many still are. However, the new renaissance of pride in the racial heritage of many of the minorities in our society are determined that democratic pluralism should exist in the schools as well as in the total society. The teacher who has no knowledge of the culture of the minority group and who restricts her concerns to her own value orientation will undoubtedly clash head-on with the new generation of culturally different children.

Differences in Minority Cultures

To be effective, a teacher needs training to understand the dysfunctions between the values of the Mexican-American culture and that of the Anglo. All too frequently we have categorized all minority groups under one label of culturally disadvantaged or culturally deprived and have failed to distinguish the critical differences. It becomes obvious as one studies the situation that it is inadequate to equate the problems of the distinct groups by an overall assessment of their socio-economic position. Each group brings to the situation diverse elements that must be considered in order to reach any conclusions concerning possible solutions. Whereas research states the Negro is generally in agreement with the culture of the dominant group, the Mexican-American is equipped with a decidedly different set of beliefs, values, and goals.

Family

The essential cultural conflicts that face the Mexican-American student originate in the family. The structure is modeled after a different pattern than the Anglo family. The Anglo family can be said to be relatively democratic with the rights of each being generally respected, although each has a different role to fulfill. Talcott Parsons describes the typical pattern in the middle-class dominant culture group as having an "instrumental" father and an "expressive" mother. The "instrumental" father is "the person responsible for maintaining the family's position in relation to the outside

world, and who copes with the extra-familial environment."[17] The mother "bears the responsibility for maintaining integrated relationships within the family, or.... is concerned with the expression of emotions and discipline..."[18] On the other hand, research states that the Mexican-American family is strongly patrilineal with an authoritarian father and submissive mother. These sex roles carry over into the roles of the children, with the boys given much more freedom and responsibility (especially over other children) than are the girls. Children are taught to respect their elders and to submit to authority without questioning. This is one of the factors that leads to the dependency relationship to be discussed later.

"Machismo"

Another factor in the family system of values that has great importance for the teacher if she is to understand her students is the concept of "machismo." This is one of the most basic of all values for the Mexican-American male and differs considerably from the Anglo concept of "manliness." (A good clarification of the concept is offered in The Children of Sanchez, by Oscar Lewis.) According to Madsen, it ranks second only to the family in determining the actions of the men of the race.[19] The main attribute of "machismo" is the "honor of malehood" that is demanded of the male Mexican-American. Complete authority over women, success in sexual prowess, revenge against slights on his honor, possession of strength, lack of indebtedness, avoidance of being proved wrong, and ability in drinking are all ingredients in the concept of "machismo".[20] The orientation of most middle-class teachers

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[17]Robert J. Havighurst and Bernice Neugarten, Society and Education (Boston, 1966), p. 99.

[18]Havighurst and Neugarten, p. 99.

[19]Madsen, p. 18.

[20]Madsen, p. 18-20.

to this concept is lacking in most instances. Heller suggests that a teacher may unknowingly offend the honor of a male student and create a situation that is exceedingly difficult for him to handle.[21] To lose face before one's peers is more tragic than to lose standing in the eyes of the teacher, but respect for one's elders causes additional conflict and anxiety for the student.

Extended Family

Whereas the Anglo family has been reduced to a single, autonomous unit, the Mexican-American family usually consists of the "extended" family. Dr. Horacio Ulibarri has described the extended family in economic terms as "one in which each member works to the limit of his capacity and each member partakes from the harvest to the extent of his needs."[22] A result of the extended family and the loyalty shown to it is that it creates conflicts when other institutions demand allegiance which interferes with these primary ones. "If an issue is of no import to the individual or to his family, he is not interested."[23] The teacher must understand and relate what she is teaching to these attitudes.

Dependency

The factors involved in strong family ties, as well as the reliance on fate, bring a dependent student to the classroom, and the teacher must be taught how to recognize and cope with this trait. "Spanish-American family culture is not child-centered."[24] "Children are admonished not to push them-

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[21]Celia Heller, Mexican American Youth: Forgotten Youth at the Crossroads. (New York, 1967), p. 49.

[22]Horacio Ulibarri, "Attitudinal Characteristics of Migrant Farm Workers," First Papers on Migrancy and Rural Poverty (Los Angeles, 1968), p. 12.

[23]Ulibarri, p. 13.

[24]Percy H. Steele, Jr., "Poverty and Minority Status--A Challenge to Education," Strengthening Counseling Services for Disadvantaged Youth (Sacramento, 1966), p. 65.

selves forward, not to stand out from the group."[25] In the competitiveness of the classroom, with emphasis on individual initiative and independence, the Mexican-American child is at a definite disadvantage. Most middle-class Anglo parents expect their children to be relatively independent. Correspondingly, many of the routine matters of school, such as homework assignments, tests, deadlines, etc., presuppose a certain amount of independent capacity for action on the part of the child. Riessman says "Disadvantaged youth are especially deficient in understanding procedures of all types." [26] When we educate teachers do we consider the limitations of the students as they relate to the requirements of the classroom?

Fate vs. Personal Control

As mentioned above, the concept of "Fate" plays an important role in the conflict of the Mexican-American student with the orientation of the schools. The Anglo feels that what happens to him is pretty much determined by his own efforts. On the other hand, the Mexican-American feels that whatever happens to him is the result of forces outside of himself. This causes attitudes in the classroom that are incompatible with what the average teacher has been taught to expect from her students. If she does not take them into consideration, she will be frustrated by many of her efforts with the Mexican-American student.

Immediate Gratification of Needs

One of the most important aspects of the problem of fate is that it leads most Mexican-American students to seek immediate gratification of their needs. Since fate is responsible for what happens to a person, one should accept what

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[25]Steele, p. 65.

[26]Frank Riessman, "The Culturally Deprived Child: A New View," Programs for the Educationally Disadvantaged (Washington, 1962), p.8.

comes to him. One should not worry too much about the future; now is what is important. Work is viewed as a necessity for meeting the needs of the moment, but little concern is shown for providing for the future. This attitude is in basic conflict with the values taught in most schools.

Education

Education is not given the importance in the value scale of the Mexican-American as it is in the Anglo's. Perhaps this is not due so much to the cultural viewpoint of the Mexican-American as it is to the realistic appraisal of the chances for success in the dominant culture. Studies have shown that the income of the Mexican-American is below that of the Anglo even when both have equal amounts of education.[27] This presents a dilemma to the teacher which is often outside her realm of influence. However, it seems imperative that, knowing the facts, she will do whatever is possible to help overcome them. At least she must understand the resistance that many Mexican-American students have toward education and the reasons behind it.

Thus the cultural differences all play an important role in determining the conflicts which take place when the Mexican-American student meets the demands of the school. The teacher, however, meets another obstacle in her psychological orientation.

PSYCHOLOGICAL CONFLICTS

Most teacher-training institutions include standard courses in tests and measurements, educational psychology, philosophy, and sociology that provide the teacher with some generalized concepts about her future students. Many of these concepts cause confusion when applied to the Mexican-American student. Some of the difficulties are explained in the following sections.

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[27] San Jose State College, Economics Department, A Racial Profile of California, (San Jose, 1968), pp. 12-14.

Testing

Most teachers have been trained to rely on standardized tests for evaluation and placement in school. Many are psychologically dependent on them, even though they know that many are not reliable, especially in the case of the culturally different. In 1939, a study of elementary school Spanish-speaking children concluded that:

1. Intelligence tests administered in English to Spanish-speaking children are not valid in the first three grades and in atypical classes and should not be used as a means of comparison between English-speaking children.

2. There should be no rigid classification based on intelligence quotient, at least not in the primary grades.[28]

Now, thirty years later, the Los Angeles schools have reached the same decision! Tireman, Pinneau, Jones and Jensen have all pointed out the negative effects of using these tests, but most teachers still rely more on them than is warranted by an objective appraisal. Groupings and track placement also reflect this bias. According to a recent report, the attitude of the teacher determines to a great extent what group a certain child will fall into.

Role Expectation

Just as faulty dependence on inadequate testing hinders the development of many Mexican-American students, so does a negative role expectation. If the teacher follows the stereotype of the "lazy Mexican" or "retarded learner," the student will most likely suffer by acting accordingly. Amos says that "The self-concept develops from experiences, through trial and error one learns

[28]"The Public Schools and Spanish-Speaking Children," A Research Contribution for Education in Colorado (Denver, 1967), pp. 2, 3.

who he is, what he can do, how others react to him, what his skills are, and what he lacks."[29] If the teacher has a psychological set as to what the Mexican-American can do, the chance for him to develop according to his true ability is limited.

Achievement Orientation

Many theories in educational psychology courses are related to the "achievement syndrome." It is assumed that the child and his family are "success" oriented. For students who have been taught that competiveness is essentially wrong, that "being" is more important than "doing," and that fate is more important than effort, is this approach really effective? Do teacher-training institutions make the teacher cognizant of the limitations of a "standard" approach?

Backlog of Success

A "backlog of success" is supposed to be one of the ingredients for effective learning. How many teachers provide these experiences for the Mexican-American student? Instead isn't he subjected generally to immediate and repeated failure if he does not command the language of the school? How does knowledge gained from educational psychology help when it is either unrealistic to the situation, or if what is relevant is ignored?

Attitudes

The impact of attitude has been demonstrated in many recent studies. What kind of training is given to teachers to determine their real feeling, values, prejudices? How will they react in unfamiliar settings and situations? Grambs and Amos suggest the T-Group method utilized by the National Training Laboratories

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[29]William E. Amos and Jean Dresden Grambs, Counseling the Disadvantaged Youth (New Jersey, 1968), p. 19

as perhaps being helpful in permitting counselors and teachers to "gain windows onto their own souls."[30] Some exploration into feelings must be considered in the education of teachers, for it is in this area that many decisions are formulated.

Verbal Orientation

Most teachers are verbally oriented and are prepared to work with students who are familiar with this approach. What is the teacher's reaction to the "silence" of the Latin student? Does she understand "body language"? Or is she tied to words? It has been said that "the lower class youth avoids speech as his say of meeting threat, while the middle class youth uses speech as his defense."[31] Riessman also points out that many minority groups consider "talk to be feminine."[32] The verbally oriented teacher has to reach the student by other means.

LANGUAGE CONFLICTS

Language conflicts constitute the last major area of problems in the education of the Mexican-American, but it is essentially one of the greatest. Only in 1967 did the bilingual education act permit the teaching of subjects in a language other than English.[33] But this alone doesn't solve the problem. According to the Office of Education estimates "there are less than 5,000 teachers in the

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[30] Grambs and Amos, p.361.

[31] Jesse E. Gordon, "Counseling the Disadvantaged Boy," Counseling the Disadvantaged Youth, Amos and Grambs, ed., (New Jersey, 1968), p. 125

[32] Gordon, p. 126

[33] Rodriguez, p. 21

United States who are properly trained to reach out to Spanish-speaking children and their families -- and the need is for 100,000."[34]

Lack of Properly Trained Teachers

As pointed out above, there is a critical need for teachers who are able to communicate in the Spanish language. Almost all teachers in the Southwestern states, and many in other areas of the country, will teach Mexican-American students at some time in their career. It is important that they be able to reach their students in their own language if the students cannot speak adequate English. Training in "useful" Spanish would help teachers be more effective with their students. Preparation in "educated" Spanish may not provide the teacher with the means of communicating with the dialects of the local group or with the slang of the lower-class student.

Linguistic Base in Training

Another problem in language barriers is that most teachers who are trained in a second language are still not trained in the linguistic base of the two languages and are unable to point out the fundamental differences in their structure. This approach has been suggested to facilitate the transfer from one language to another, but the average teacher does not possess the ability to utilize it. The Texas Education Agency has produced a pamphlet to aid teachers in instructing children in the patterns of the English language.[35] It is extremely helpful to teachers and can be used by those who are not linguistically trained. However, a background in the linguistic base of both languages would give the teacher a definite advantage in her teaching.

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[34] Patricia H. Cabrera, First Papers on Migrancy and Rural Poverty: "The Mexican-American Heritage: Developing Cultural Understanding"(Los Angeles, 1968) p. 5

[35] Texas Education Agency, English Language Patterns for The Teaching of English as a Second Language. (Austin, 1968). 69-221-28

Remedial Training

One of the greatest areas of concern to most teachers of Mexican-American students is reading. With the language barrier, many students soon become candidates for a remedial program. Although we would prefer to prevent this occurrence it is essential that teachers know how to work with the problem when it does happen. Many teachers have had little experience in teaching reading to bi-lingual students, and even fewer have special education in remedial reading. Amos and Grambs also suggest that the disadvantaged student often needs a "constant, present motive, something concurrent with his remedial reading, such as a job (or even something that looks like a job), which lets him perform some service or produce something ..."[36] Teacher education programs need to consider the role of remedial courses in the education of the Mexican-American.

Language Deficiency in Students

One of the causes of language problems in certain culturally disadvantaged students is lack of adequate language experiences. Orem suggests that many lower class families usually provide "poor speech models." He says "Their vocabulary is restricted, imprecise, and reflects a low level of conceptualization."[37] Although he is referring generally to slum children, the same can be said of many lower class families. The importance of proper stimulation from the environment for language development has been demonstrated in studies by Deutch, Bernstein, Minuchin, and others.[38] Deficiencies in this area often produce multiple prob-

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[36] Amos and Grambs, p. 4

[37] R. C. Orem, "Language and the Culturally Disadvantaged," Counseling the Disadvantaged Youth, Amos and Grambs, eds. (New Jersey, 1968), p. 103

[38] Orem, p. 111

lems for the student. As Orem concludes, "Language is central to personality development; and language deficits are related to the lower class child's inadequate 'psychological self' and 'social self.' The cumulative worsening of these deficits after the child enters school reflects the failure of the school, and of other social institutions oriented to middle class values and expectations, to meet the unique needs of the disadvantaged child."[39]

"A-lingualism"

Another important point to remember when considering the linguistic conflicts of the Mexican-American student is that he often has difficulties with both of his languages. As MacMillan says, "A primary factor in the educational deprivation of the Mexican-American is their (sic) general lack of facility with either the English or Spanish language. Actually, many Mexican-American children are 'a-lingual'."[40] Remedial work may have to be started immediately in order to overcome this handicap, and teachers need to recognize this problem.

The Positive Values in Bi-lingualism.

The last point the authors wish to make concerning the language conflicts of the Mexican-American is perhaps one of the most important because it reflects upon the positive values of bi-lingualism. Too much has been said about the negative aspects of the problem and not enough about the positive values. We work for years to attain what some students come to class already possessing, and then we deprecate it. How vitally important it should be to place the positive value on the ability to speak two languages that it deserves. Instead of considering this a handicap, we should develop it into an asset by helping the student become proficient in both languages. This not only helps the child

[39] Orem, p.111.

[40] United States Commission on Civil Rights, Staff Report, "A Study of Equality of Educational Opportunity for Mexican-Americans in Nine School District of the San Antonio Area," p.29. 1968.

academically, it strengthens his self-concept and helps him build faith in the world about him.

SUGGESTED CHANGES

In order to overcome the cultural, psychological, and linguistic conflicts involved in the education of the Mexican-American, teacher-education institutions must develop an adequate program to deal with these three aspects. Outlining the problems provides the basis for a consideration of the needs and the possible means of meeting them.

Knowledge of the Culture Through In-Depth Preparation

The teacher-training institution should provide the teacher with a backlog of knowledge of the culture of the student, his beliefs, values, and goals. She should know the areas where the student feels most anxious about the conflicts that he encounters, where he is most resistant to change, and what positive aspects of his culture can be reinforced. In this last area, it is imperative that the teacher be as objective as possible in her judgments. We have often failed to appreciate the values of the Mexican-American culture both for the individual who holds them and for our society as a whole. Each centrally held value of the Mexican-American culture should be examined for the contribution it can make to the integrity of the person who holds it and to the manner in which it can be fitted into the values of the prevailing cultural structure.

In-depth exposure to the Mexican-American society is a preferred means of preparing teachers in understanding the mores of this group. Some success has been achieved through Teacher Corps, Vista, and other similar organizations. Some institutions have aided teachers by providing living arrangments among the people they are teaching. Others utilize summer school workshops with extensive exposure to the culture, language, and special problems of the Mexican-American. Sacramento State College, Sacramento, California, has recently inaugurated an

Experienced Teachers Fellowship Program in Mexican-American Education. The five features of the program are: (1) Substantive classwork on the nature of Mexican-American culture, personality, and acculturation. (2) Participant observation within the Mexican-American community. (3) Colloquium with Mexican educators and social scientists in Mexico. (4) Intensive courses in Compensatory Education. (5) Practicums to develop insights and skills gained from the above.[41] In the area of Migrant Education, programs like the Mini-Corps, the Migrant Teacher Institutes and the Multi-County Migrant Institute provide meaningful experiences for teachers and teachers to be. Sponsored by the California State Department of Education Office of Compensatory Education and conducted by the Education Department at California State Polytechnic College in San Luis Obispo, California (and other state colleges) these in-depth programs provide practical information on English as a second language, cultural orientation, and basic skills needed to work with Mexican-American migrant children.

Human Relations in the Classroom

Teacher training for understanding feelings rather than words has been neglected by most institutions. Group dynamics and interaction is a force in our social, economic, and political system that needs more attention from our teachers. Flanders suggests that "teacher flexibility"[42] is the most important aspect in teacher success, and that her interaction with students is what determines how well they develop as independent, thinking people. He says that "Teachers who are qualified in some content area should be exposed to some type of human relations training that will help them attain the following objectives: first, the ability to use the social skills of accepting, clarifying, and using

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[41]Sacramento State College Bulletin, Experienced Teachers Fellowship Program in Mexican-American Education

[42]Edmund J. Amidon and Ned A. Flanders, The Role of the Teacher in the Classroom (Minneapolis, 1963), p.61.

the ideas of students in planning work and diagnosing difficultues; second, knowledge of those acts of influence that restrict student reactions and those that expand student reactions; and third, understanding a theory of instruction that can be used to control teachers' behavior in guiding classroom communication."[43] It is extremely important that teachers learn to be more adept in their relations with people as well as being knowledgable in their subject fields.

Experiences with Minority Groups

The teacher, in order to implement the above objectives, needs a psychological grounding in the differences found in working with the disadvantaged, and the Mexican-American, particularly. She needs clinical experience with persons of varied backgrounds. She needs to utilize case studies of actual students in order to apply the generalizations she has learned in class. Field trips, intervisitations, observations, and direct relationships with students should all be a part of her training prior to practice teaching. She must be given an opportunity to practice some of her theories before being forced to rely on them in the teaching situation. Maccoby states that "Lower class parents tend not to use psychological control techniques" in controlling their children.[44] Therefore, the teacher needs to find out what methods work with this group and which ones do not.

Variations in Methods

Although many teachers rely on one or two basic teaching methods, they need to realize that children learn in many different ways. Amos, for instance, says that more concrete experiences are needed when working with the disadvantaged

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[43]Amidon and Flanders, p.61.

[44]Gordon, p. 142.

child. Less verbal dependence should be utilized. He says that "People learn through interaction with the realities of the environment."[45] Teachers need to be taught that "Some disadvantaged children may benefit more from modes of teaching that are visual, tactile, and kinesthetic than oral-aural methods."[46] This is especially worth considering in the case of the bi-lingual child. Yet, how many teacher-training institutions provide the teacher with the skills to create alternatives to learning situations that are aimed at the "average" youngster. Dramatics, role-playing, student-tutors, simulators, and games are some methods that have been used successfully with culturally different children.

Methods courses need to provide the teacher with the ability to work with the new equipment being used in many schools. Teaching machines, programmed learning, tutorial projects, gaming, models, simulators, etc.,are all techniques that need to be studied in the light of the needs of special students. Some show great promise, while others may be out of place with the culturally disadvantaged. It is the business of the teacher-preparation institutions to help the teacher find out what best serves the needs of her students, how to use them, and how to evaluate both the new and the old. Experimentation should be encouraged by these professional educators so that teachers will have the chance to try new approaches before getting into a less flexible atmosphere. The Princeton-Trenton Institutes held in the summer of 1965 and 1966 for the purpose of training "Teachers of the Disadvantaged" contains information that could be adapted by many teacher preparation institutions.[47] Care will have to be taken to relate the material to the special needs of the Mexican-American youth, but many of the innovations would be meaningful to any disadvantaged youth.

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[45]Amos, Counseling the Disadvantaged Youth, p.5

[46]Orem, p. 109

[47]Peter G. Kontos and James J. Murphy, Teaching Urban Youth (New York, 1967

Remedial Training

Special training in the educational deficiencies of the Mexican-American should be a part of the preparation of every teacher working in this area. Remedial reading is often a necessary part of the student's instruction, although preventative measures should be the first consideration. Readiness experiences should be provided as an on-going part of the student's work, so that he can develop the background for further progress.

Working with the Wider Community - And Teacher Aides

Teachers need training in working with the parents and the community of the Mexican-American as well as with the wider community. Palomares says that "Your first responsibility is to the children, of course, but the teacher who only teaches and doesn't operate in the community is living in a sterile environment. Only by influencing the power and political structure will you be able to help the children on a long-term basis."[48] The family and the community are strong controlling factors in the education of the Mexican-American and the teacher must know how to work with both of them. The family resents teachers and counselors coming in and telling them what they should do, and teachers must adapt their ways to meet the demands of the culture with which they are dealing.

The most meaningful thing that has been devised to strengthen the ties between the home and the school is the use of teacher aides from the Mexican-American community. Teacher aides have provided a means of reaching many students who are otherwise alienated from the school. Teachers must be trained in utilizing these aides in the best ways possible, and in working with them in positive interpersonal relationships. Male aides have been used as identifi-

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[48] Uvaldo Palomares, "The Education Gap: Why Mexican-American Children Fail in School," First Papers on Migrancy and Rural Poverty (Los Angeles, 1968), p. 18.

cation subjects for the boys in some schools and have been very successful. The California Plan for the Education of Migrant Children recruits college students each summer to work as aides to teachers specially trained for migrant education programs. Aides are trained along with the teachers in special pre-service workshops and the plan has showed much progress in student-teacher relations.[49]

Community Seminars and Special Programs

Community Seminars can be an effective method in helping teachers meet with people of the community to understand the needs of the Mexican-"American students. Community seminars can be organized by teacher education departments in colleges and universities and student teachers as well as local school personnel can aid in the planning and programming. Teachers can also receive valuable training by participating in adult-education programs held for the Mexican-Americans. Knowing the parents of one's student continues to be extremely helpful in reaching the child. Special programs either federally sponsored or locally funded should also be a source of training for a teacher to be. Head Start and pre-school programs are good training opportunities for young student teachers. Many local school districts are operating fine programs that potential teachers may visit. The El Rancho School District in California has a pre-school program for children from the ages of two to four and their parents. "The program is designed to offer many opportunities for parents to observe and learn ways of working with their children to encourage and develop good speech and language patterns. Parents assist their children in work and play activities and confer with the teacher on accepted theories of child

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[49]California State Department of Education, Guidelines for the Education of Migrant Children (Sacramento, 1968).

growth, development, and guidance."[50] Teacher-training institutions need to prepare teachers to work effectively in these circumstances as more and more educators see the need for early attention to the problems of the disadvantaged. Herr, for instance, says that "Pre-first grade training is an important factor among Spanish-American children in learning to read successfully."[51] Shoben suggests that we should consider earlier education for various segments of our society. He says, "...we now know that not only arithmetic and language ability, but aggression and personal autonomy are much more amenable to change at earlier ages than later. The longer one waits to develop these traits along socially constructive lines, the more difficult it is to do so."[52] It is important that teachers who serve at this crucial point in the child's education be well-prepared.

Counseling

Counseling is sometimes considered a separate topic when dealing with teacher education, but when working with the culturally different it must be included as a definite part of the program. The teacher of the culturally disadvantaged student will be called upon many times to be a counselor and she should be skilled in this area. The lives of many students have been changed because of the influence of an individual teacher, and the teacher needs to understand the responsibility she has in this field. Many disadvantaged students hesitate to talk with persons they do not know if they have problems, and they need teachers who are willing to respond to their needs. Teachers

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[51] Selma E. Herr, "Effect of the Pre-First Grade Training Upon Reading Readiness and Reading Achievement among Spanish-American Children," Journal of Educational Psychology, Feb., 1946, p. 102

[52] Edward Joseph Shoben, Jr., "Education in Megalopolis," Kappa Delta Pi Journal, May, 1967.

should be given training in the particular difficulties encountered in working with this group, as well as the problems of scoring and interpreting test data for culturally different students.

Coordinating Education with Job Opportunities

Going further along the educational experience, the teacher has a responsibility of coordinating teaching with job-relatedness when the need exists. A study at Howard University proved how much we underestimate the ability of some students who need only to see the relevancy of learning and the possibility of attaining a goal to accomplish remarkable achievements.[53] Keyserling warns against educating the disadvantaged (or anyone) for jobs that do not exist, and this presents a challenge to any teacher.[54] She needs exposure to the federal programs that offer job assistance and training. She needs knowledge of scholarships and internships, and also professional services for this group. Although much of this type of help should be provided by the counselor, it is a well-known fact that some of the load is going to have to be carried by the teacher. She is in a place of prime influence, and encouragement, information, and concern are all a part of her responsibility.

Special Emphasis on Language

The area of language is the one that has received the most attention in relation to the problems of the Mexican-American student. It is more concrete and offers more precise means for solution than do some of the other problems. However, it is not the whole answer. There are many problems that must also be considered, but language is definitely one important factor that should be a part

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[53]Arthur Pearl, "Educational Change: Why - How - For Whom," from speeches of Dr. Pearl, University of Oregon, 1967.

[54]Leon H. Keyserling, "Key Questions on the Poverty Problem," in George H. Dunne, Ed., Poverty in Plenty (New York, 1964), p. 93.

of teacher education. The University of California has sponsored a program called HILT, High Intensive Language Training, for teachers who are going to work with Spanish-speaking students. In discussing its goals, the director says, "The teacher ... must be able to link the public school to the child's world as a positive institutional system. The school thus emerges as a humanistic influence and becomes recognized as the agency ready to elevate each human being."[55] The program design included the following considerations:

1. That the language component be developed with direct impact potentials. (The knowledge of language is an important tool in communicating, and concerns should be directed to the use of language to meet language problems as they exist in educational situations.)
2. That language and culture be considered as one effort.
3. That there be administrative support for the training effort and potential program outcomes.
4. That a follow-through and heritage effect result from the pre-service effort.[56]

Examples of New Programs

California recently became the first state to authorize a new reading textbook on "English as a Second Language." The ESL Program requires that teachers be familiar with the material and methods for using it. For the early grades, teachers' manuals and picture cards are used rather than textbooks to guide classroom discussions for the development of speaking and listening skills.[57]

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[55]Patricia Cabrera, "A Plan for HILT...High Intensive Language Training," First Papers on Migrancy and Rural Poverty (Los Angeles, 1968), p. 10

[56]Cabrera, pp. 11-13

[57]Jack McCurdy, "English Second Tongue in New Reading Texts," L. A. Times May 11, 1968, Part III., p. 1

The Miami Linguistic Reading Materials, developed in 1962 under a Ford Foundation Grant to the Dade County Schools, is a typical example of a linguistic approach to the language problem.[58] It would be helpful for teachers to have training in this area in both English and Spanish, as this method is being used more frequently in teaching English to even English-speaking students. Updating college English programs in this area is a desired change.

The Initial Teaching Alphabet is now being used with Spanish-speaking students and offers one possible approach to the language problem. "Words in Color" might also be used to help the Spanish oriented student who finds the lack of consistent sound-symbol relationships in English confusing.[59] The San Antonio School system recently experimented with three differenct language-learning approaches to develop the self-concept of the Mexican-American along with the teaching of language.[60] All such innovations should be introduced to the potential teacher so that she will have a background in all of them. Whatever the approach used, it is important that the child gain mastery in the tools of communication in order to participate fully in our society. It is important again to remind the reader that we must continue to talk of Bilingual Education each time we discuss approaches to solve the communication problems of the Mexican-American child.

[58]El Rancho Unified School District, Compensatory Education Plan.

[59]Harriet Bentley, "Word in Color -- A Reading Program?!," Issues, pp. 184-191.

[60]Rodriguez, p. 21

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SUMMARY

This paper has attempted to describe the conflicts faced by the low-income, bi-cultural, bi-lingual Mexican-American student in our educational system. The cultural, psychological, and linguistic conflicts of these children have been discussed. Considerations were given to needed changes in the present system of preparing teachers to work with Mexican-American children. Experimental methods and special programs pointed to the variety of experiences teacher candidates need in preparing to work among culturally different children. It is hoped that some of the ideas discussed will be considered for implementation by schools responsible to prepare teachers for the classroom. If professionals responsible for curriculum improvement become more aware of the needs of teachers who will work with Mexican-American students the authors' purpose has been served.

25-10-68

ERIC/CRESS DOCUMENT CONTROL

	9	17	25	33	41	49	57	65	73
RC No. 003565	10 Date 190369	Author Karr, Ken; Esther, McGuire							
	11 Title Mexican Americans on the Move--Are Teacher Preparation								
	12 Programs in Higher Education Ready?								
	13								
	14								
	15 Contributor Karr, Ken				Institution Calif. State Polytechnic College, San Luis Obispo				
	16 Source Code ~~[illegible]~~	Institution Source ~~California State Polytechnic Coll., San Luis Obispo. Education Dept.~~							
	17 Sp Ag Code	Sponsoring Ag.							
	18 Date 000069	P. A.	Contract			Grant			
	19 B. R.		Report No.			No. Copies Rec'd 1			
	20 Doc Type R	Sponsor 600	Subject Area 2	Int. Use 1	Proc. L. 4	Copyright 3	Pages 0030	Other Access.	

	21 Abstractor RH	Date Abs. Comp 200869		Identifier					
	22 Major Descriptors Academic Achievement				Dropout Rate				
	23 Higher Education				Mexican Americans				
	24 Teacher Education								
	25								

DO NOT KEYPUNCH

Minor Descriptors

COMMENTS:

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